DOCUMENT RESUME

ED 078 965 PS 006 693

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TITLE	An Assessment of the Child Development Associate Competencies.
INSTITUTION	Tuskegee Inst., Ala. School of Education.
PUB DATE	May 73
NOTE	58p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Check Lists; Child Development; Guides; *Performance Based Teacher Education; Performance Criteria; *Preschool Teachers; *Student Teacher Relationship; Teacher Education; *Teacher Evaluation; *Teacher Qualifications
IDENTIFIERS	*Child Development Associate

ABSTRACT

Competencies for the Child Development Associates is a comprehensive, developmental training program for teachers of preschool children, in which the total design is to help children acquire the basic competencies and skills for full development, while at the same time assuring that the quality of the child's experiences is emotionally satisfying and personally meaningful. This report provides a checklist of the essential qualities of good teachers of young children. These competencies, which are rated as being satisfactory, much evidence of development, needs improvement, no evidence of development, or not applicable, are listed under the following objectives: I. Set up and maintain a safe and healthy learning environment; II. Advance physical and intellectual competence; III. Build positive self-concept and individual strength; IV. Organize and sustain the positive functioning of children and adults in a group in a learning environment; V. Bring about optimal coordination of home and center child rearing practices and expectations; and VI. Carry out supplementary responsibilities related to the children's programs. In addition, specific capacities needed by teachers in relating with young children are also provided in a checklist. These capacities relate to: being sensitive to children's feelings and their quality of thinking; being ready to listen to children; utilizing non-verbal forms and adapting adult language and style to maximize communication; protecting orderliness without sacrificing spontaneity and exuberance; being perceptive of individuality; exercising control without threatning; being emotionally responsive; bringing humor and imagination into the situation; and feeling committed to maximizing the child's and family's strengths. (DB)

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ED 078965

AN ASSESSMENT OF THE CHILD DEVELOPMENT ASSOCIATE COMPETENCIES

Prepared By

Graduate Students In Education 617
ADMINISTRATION OF EARLY CHILDHOOD EDUCATION PROGRAMS

THE SCHOOL OF EDUCATION
TUSKEGEE INSTITUTE

January 20 - May 8, 1973

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PS 006693

INTRODUCTION

The class, under the guidance of Dr. Frankie G. Ellis, developed this instrument as a means of assessing the effectiveness of the CDA in attaining the competencies as stated by the Child Development Office. A few of these competencies were redefined by members of the Black Colloquy.

The class further presents some criteria for selecting the evaluator or assessor and a few considerations for the evaluation process. It further developed two sample training modules which might be used in the CDA training program. Time did not permit the development of others.

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EVALUATION

Evaluation is an essential part of every program to insure its effectiveness. Evaluations should be done periodically and consistently. Results of evaluations should be dealt with accordingly, making necessary modifications. Evaluations should also be contingent upon in-depth observations and explicit details of performance of persons being evaluated.

Some consideration must be given to some of the implications of Teacher Evaluation. We can consider the way it usually is, in comparison to the way it ought to be:

*Teacher Evaluation

THE WAY IT USUALLY IS:	THE WAY IT OUGHT TO BE:
-Evaluation is threatening to teachers.	-Evaluation should be something that teachers anticipate and want because it gives them insight into their own performance.
-They see it as something that is done to them by someone else.	-It should be something in which teachers have a part along with students, parents and administrators.
-It is used mostly for determining teacher status relative to dismissal, tenure, and promotion, even though instructional improvement is often advertised as its major purpose.	-Evaluation should be used to diagnose teachers' performance so they can strengthen their weaknesses through in-service education.
-Teachers often are unaware of the criteria used to judge them.	-Teachers should take part in developing or selecting evaluation instruments so that they know the criteria against which they are judged.

*Today's Education, February, 1973

The evaluator of the CDA Program should be one who looks upon teaching as a profession, not as a set of prescribed rules and techniques. He is the type of person who has a frame of reference in terms of the kinds of persons he is helping the teachers to become. He has demonstrated excellence in teaching himself and has proven competence in knowledge of background of the children and teacher he is assessing.

Criteria For Assessment:

1. Appraisal should provide feedback and guidance as well as judgment.

2. Appraisal should improve professional performance.

3. Procedures to measure faculty performance should be individualized in terms of providing more than the three or four categories of activities (teaching, research, public and professional service) and in terms of adjusting categories, as much as circumstances permit, to the interests of the individual.

4. There should be an agreement as to the weight of each criteria; one might have 85 per cent based on classroom teaching, another 50 per cent.

5. Those using the evaluation criteria should have some goals or objectives in mind as they attempt to assess the CDA.

6. The results should be used positively.

7. The assessment should be managable in terms of time required for processing.

COMPETENCIES FOR THE CHILD DEVELOPMENT ASSOCIATES

Competencies for the Child Development Associates Program is a comprehensive, developmental training program for teachers of pre-school children in which the total design is to help children acquire the basic competencies and skills for full development, while at the same time assuring that the quality of the child's experience is emotionally satisfying and personally meaningful.

Within such a child development program, the Child Development Associate will be expected to have knowledge and skills necessary for optimal development of each child in the program.

The following are some pertinent areas to pinpoint many of the essential qualities of good teachers of young children.

Check the appropriate column for competencies using the following code:

S	Satisfactory
ME	Much Evidence Of Development
NI	Needs Improvement
NED	No Evidence Of Development
NA	Not Applicable

Objective I: Set up and maintain a safe and healthy learning environment

A. Organize space into functional areas recognizable by the children, e.g., block building, library, dramatic play, etc.

	S	ME	NI	NED	NA
1. The teacher will provide various "interest" or "learning centers" throughout the room:					
a. Library or reading center, amply supplied with books on the children's reading level, with attractive covers, illustrations, and informative reading materials; audio-visual media and equipment.					

S ME NI NED NA

b. Science center displaying objects obtained on field trips, donations, etc., e.g., rocks, fossils, shells, twigs, etc. As well as equipment, e.g., magnifying glasses, magnets, and the like. Everything in the science center will be properly and legibly labeled.

c. The Social Studies center may have pictures of people in various countries of the world, featuring the type of dress, work (or occupations), customs, food, houses, etc. Geographical equipment might include clay land form trays, relief globes, etc.

d. The teacher may equip the Mathematics center with geoboards, cuisenaire rods, balancing and measuring equipment and the like.

e. The Art center may boast such equipment as paper mache, collages, mosiacs, pottery, liquid glass objects, pastes, glue, scissors, assorted colored construction paper, etc.

f. The Language Arts center may house such equipment as language master machines, Peabody Language Kits, audio-visual media, record players, tape cassettes, recorders, anagram games, etc.

B. Maintain a planned arrangement for furniture, equipment and materials and small motor skills, learning and for play materials that is understandable to the children.

S ME NI NED NA

1. There is evidence of jump ropes in the room.

2. There is evidence of building blocks in the room.

3. There is evidence of small stools and chairs in the classroom.

4. There is evidence of a rubber ball in the classroom.

	S	ME	NI	NED	NA
5. There is evidence of tables in the classroom:					
a. group tables					
b. single tables					
6. There is evidence of freedom to move about in the classroom.					
7. There is evidence that all usable materials are reachable by the children.					
8. There is evidence of puzzles, games and toys that are available for use by the children.					
9. There is evidence of furniture that can be easily moved by the children.					
10. There is evidence of learning-play materials e.g., play dough, cuisenaire rods, etc., available for use by the children.					

C. Organize the classroom so that it is possible for the children to be appropriately responsible for care of belongings and materials.

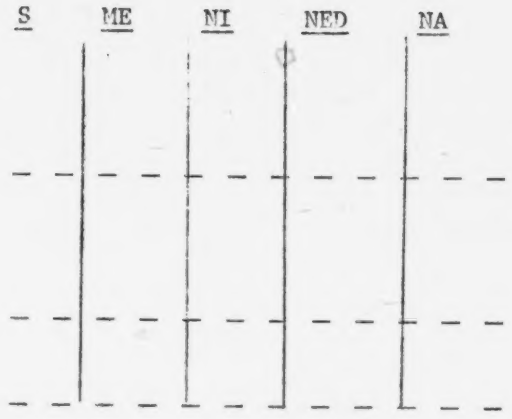
	S	ME	NI	NED	NA
1. There are sufficient storage units or cubbyholes for the children to hang their clothing and house their belongings.					
2. There are specific tasks or jobs for the children to perform each day:					
a. to assist with the setting of the table					
b. to put away toys					
c. to pick up paper from the floor					
d. to share in clean-up time					
e. to help serve juice and snacks					

D. Arrange the setting to allow for active movement as well as quiet engagement.

	S	ME	NI	NED	NA
1. The placement of manipulative toys/ equipment in a quiet area.					
2. The placement of wheel toys and large blocks in designated area with visible guides for limits.					
3. Water and sand play area set up away from traffic.					
4. Painting and other messy activities located near sink (if possible) for easy accessibility for children and teachers.					
5. Rearrange room safely for availability for large muscle activities when inclement weather does not permit outside play.					

E. Take preventive measures against hazards to physical safety.

	S	ME	NI	NED	NA
1. The teacher will instruct the students to report all broken glass, sharp sticks, wires, etc., on playground area to her attention, or to the attention of the aides.					
2. When performing cooking activities, the teacher will place hot plate and sharp utensils a safe distance from young hands.					
3. The teacher will inform her students not to plug or unplug the record player or any electrical equipment while their hands are moist or wet.					
4. The teacher will instruct the students in the proper way to hold plug while pulling it from a socket.					
5. The teacher will place all harmful chemicals, toxic glues, paints, etc., on top shelf in storage cabinet.					
6. All such articles will be properly labeled if they are poured into a different recepticle than the manufacturer's.					

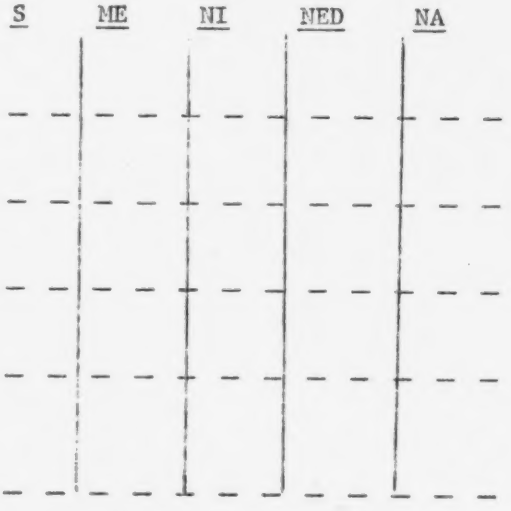


7. All sharp pointed scissors will be used only by the teacher and paraprofessionals, unless otherwise supervised.

8. When going on a picnic, the teacher will warn of straying into tall grasses for fear of poison ivy, poison oak, etc.

9. If in cold climate, the teacher will instruct proper snow play.

F. Keep light, air and heat conditions at best possible level.



1. The teacher checks lighting for proper brightness.

2. The teacher monitors temperature control for coolness or warmth.

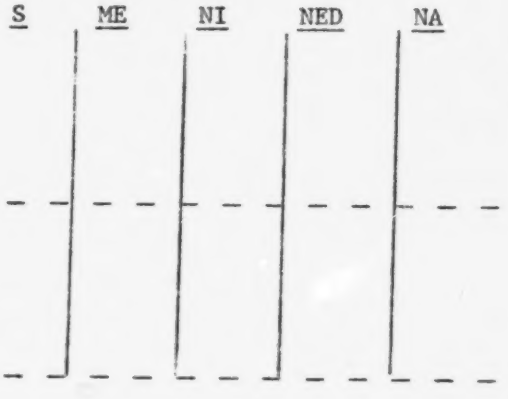
3. The teacher sees to it that the windows are open for maximum ventilation.

4. The teacher arranges wall colors for best ventilation.

5. The teacher observes students to see whether or not they are too warm or cool.

G. Establish a planned sequence of active and quiet periods of balanced indoor and outdoor activities.

In view of the variation in individual programs and the difficulty in allotting time on the basis of the significance of activities in the total day, the following may serve as a tentative plan:



1. Work period, discussion of work, clean-up, outdoor play, rest, mid-morning juice or milk, creative experiences, singing, rhythms, storytelling, dramatization, science.

2. Morning inspection (health, rules of safety, cleanliness) toileting, rest on rug or play quiet games, puzzles, picture lotto, reading readiness skills.

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S ME NI NED NA

3. Prereading skills: visual discrimination--the child recognizes likeness and differences in color, size and shape of blocks.

4. Writing: children dictate stories to the teacher.

5. Writing: the teacher writes on the board enabling children to discover the relationship between reading and writing.

6. Speaking: the teacher will have the pupils to tell about pets, hobbies or an enjoyable trip.

7. Varied activities: music, art, excursion, etc., action songs: clap, clap, clap your hands; teaching a concept: Ten Little Indians; round: Row, row, row your boat.

8. The teacher will read a story to the children and they will react in discussion form: What I liked about the story....What I disliked about the story.

H. Provide for flexibility of planned arrangements of space and schedule to adjust to special circumstances and needs of a particular group of children or make use of special educational opportunities.

S ME NI NED NA

1. The teacher arranges experiences for the children that will promote their skills, knowledge, and satisfaction.

2. The teacher is aware of the handicapped children in her classroom, and promotes their feelings of acceptance, achievement, and worthiness.

3. She is aware that "special" children have the same needs physically, emotionally, and socially as any growing child--and arranges the space in her room accordingly.

	S	ME	NI	NED	NA
4. Her room is arranged so that she can get around freely and give help to all children.					
5. She has in her room, movable furniture to make it conducive for multi-learning situations:					
a. dramatic activities					
b. rhythms in the classroom for construction in connection with units of work.					
6. The teacher knows the significance of arrangement as it affects the group.					
7. She continuously studies the effect of the physical environment on children's intellectual, physical, and social growth.					
8. She creates a climate in which each child feels he is a part of the group, because the atmosphere is happy and permissive:					
a. establishes roles within the class					
b. works individually with children as well as small groups					
c. helps children plan classroom activities.					

I. Recognize unusual behavior or symptom which may indicate a need for health care.

	S	ME	NI	NED	NA
1. Environmental safety is a concern of the program:					
a. Indoor space					
1. There is ample storage space available.					
2. There are child size lockers or child high hooks for each child.					

	S	ME	NI	NED	NA
3. There are locked compartments for equipment, supplies and medicines that are potentially dangerous to children.					
4. Furniture and play equipment is well built and in good repair.					
b. Outdoor space					
1. The outside space is arranged so that activities that require movements are allocated without jeopardizing the safety of either those using them or those in other activities.					
2. There is a quiet isolated location for a sand box.					
3. There is a hard surface arranged for the use of wheel toys, such as tricycle, wagons, and etc.					
4. There is soft turf or sand surface covering an area for group and free play.					
5. The gate latches are out of the reach of children.					
6. The grounds are free of nails, broken glass, sharp twigs, or other hazards.					

Objective II: Advance physical and intellectual competence

A. Use the kind of materials, activities and experiences that encourage exploring, experimenting, questioning, that help children fulfill curiosity, gain mastery, and progress toward higher levels of achievement.

	S	ME	NI	NED	NA
1. The teacher will display thought thinking bulletin boards with follow up activities.					
2. The teacher has on display thought thinking games and questions in books.					
3. There is evidence of cooking experiences in the classroom.					
4. There is evidence that the teacher uses, the community and all its resources for follow up activities.					
5. There is evidence of field trips taken as learning experiences.					
a.					
b.					
c.					
c.					
6. There is evidence of self-accomplishment through meaningful games.					
a.					
b.					
c.					
d.					
7. There is evidence of teacher-student participation in planning activities.					

B. Recognizes and provide for the young child's basic impulses to explore the physical environment; master the problems that require skillful body coordination.

	S	ME	NI	NED	NA
1. The teacher will be able to provide developmentally sequential activities which will ultimately enable the child to:					

	S	ME	NI	NED	NA
a. walk in a straight line					
b. bounce a ball twice					
c. turn a somersault					
d. skip					
e. clap to music					

C. Increase knowledge of things in their world by stimulating observation and providing for manipulative-constructive activities which will enable the child to:

	S	ME	NI	NED	NA
1. Touch and observe insects.					
2. Touch and use blocks.					
3. Care for and learn about a class pet.					
4. Learn how things grow.					
5. Observe reproduction by taking field trips.					
6. Express himself by participating in games.					
7. Learn their colors by touching fruit and tasting them.					

D. Use a variety of techniques for advancing language comprehension and usage in an atmosphere that encourages free verbal communciation among children and adults.

	S	ME	NI	NED	NA
Communications Center					
a. Reserved spaces in the classroom for such supplies as:					
1. chalkboard					
2. recorder players					
3. library books					
4. ear phones, etc.					
5. opportunities for oral sharing					

Activities To Stimulate Speech Development	S	ME	NI	NED	NA
b. There are many opportunities for dramatic play:					
1. large housekeeping corner					
2. small dollhouse					
3. dress-up clothes for boys as well as girls					
4. puppets					
c. There is a variety of basic visual, art media:					
1. painting					
2. drawing					
3. clay					
4. salt-flour dough					
5. wood-glue sculpture					
6. fingerpaint					
7. collage					
d. Language stimulation varied:					
1. flannelboard stories					
2. questions and answers					
3. conversation					
4. classification games					
e. There are opportunities to follow patterns or achieve a pre-determined goal:					
1. puzzles					
2. design blocks					
3. dominoes					
4. matching games					

	S	ME	NI	NED	NA
f. Opportunities for children to do real things like:					
1. cooking					
2. planting seeds					
3. caring for animals					
g. Field trips are planned to give experience with the world around them.					
h. Children are involved in suggesting and planning activities.					
i. There is adequate preparation and follow-up after trips.					
j. The range of activities varied enough to present a truly divergent curriculum:					
1. learning through exploration					
2. guided discovery					
3. problem solving					
4. repetition					
5. imitation					
k. Work gradually toward recognition of the symbols for designating words and numbers.					
The Physical Environment					
1. Activity centers are defined so that children know where to use the materials.					
2. A variety of materials are available on open shelves for children to use when they are interested.					
3. The children's work is displayed attractively at the child's eye level.					
The Instructional Program					
1. Procedures are used that makes number and number operations meaningful to children.					

	S	ME	NI	NED	NA
2. Aids are used to make number and number operations meaningful to children in:					
a. manipulative materials					
b. exploratory materials					
c. objects					
d. visual aids					
3. Supplementary reading materials are used to explore and extend the vocabulary of mathematics.					
4. There are many kinds of exploratory materials that demonstrates the meaning of numbers and number operations:					
a. pegs, tickets or sticks to show grouping or regrouping of ones, tens, and hundreds.					
b. hundred board to show meaning of numbers to 100.					
c. place-value charts					
d. an abacus to demonstrate place value and the role of zero					
e. sets of square, circles, and triangles.					
5. Promote cognitive power by stimulating children to organize their experience (as it occurs incidentally or pre-planned for them) in terms of relationships and conceptual dimensions; classes of objects; similarities and differences; comparative size, amount, degree; orientation in time and space; growth and decay; origins; family kinship; causality.					
a. The teacher will provide learning experiences in tallness and shortness.					
b. The teacher will provide learning experiences in up vs. down.					
c. The teacher will provide learn- experiences in far vs. near.					

	S	ME	NI	NED	NA
d. The teacher will provide learning experiences in growth vs. decay.					
e. The teacher will provide learning experiences in rough vs. smooth.					
f. The teacher will provide learn- experiences in sweet vs. sour.					
g. The teacher will provide lea.n- ing experiences in large vs. small.					
h. The teacher will provide learning experiences in time: yesterday vs. today.					
i. The teacher will provide learning experiences through experiments with water vs. volume.					
j. The teacher will provide learning experiences through mother and father vs. siblings.					
6. Provide varied opportunities for children's active participation, independent choices, experimentation and problem-solving within the context of a structured, organized setting and program:					
a. The teacher will ask the students to express their interest areas.					
b. The teacher will allow the children to participate in the setting of the lunch table bulletin board construction, class discussions, room decoration, etc.					
c. The teacher will allow the students to leave their seats at will and seek various interest centers in the room.					
d. The teacher will allow the children to help her organize the time schedule for the school day.					
e. The teacher will allow the students to express themselves freely in the classroom.					

	S	ME	NI	NED	NA
f. The teacher will allow for individual differences in interest: if a child chooses not to participate in a certain activity, he should be allowed to seek his own interest.					
7. Balance unstructured materials such as paint, clay, blocks, with structured materials that require specific procedures and skills; balance the use of techniques that invite exploration and independent discovery with techniques that demonstrate and instruct:					
a. The teacher builds skills from use of paint, clay and blocks with the children in the classroom.					
b. The teacher's classroom consists of a variety of art techniques created by the children.					
c. The teacher provides a base from which the child may solve his problems in and out of the classroom. When art is related to something the child knows, feels, and understands, he is more inclined to react favorably to it.					
d. The teacher provides activities that will bring out better manipulative skills.					
e. The teacher is one who wants to stimulate creativity in her children's art work.					
f. The teacher has a variety of creative media ready for her children each day according to their abilities and interests.					
g. The teacher provides opportunities for creative use of materials and self-expression in the arts.					
h. The teacher creates an emotional climate to free children to use their intelligence.					

	S	ME	NI	NED	NA
d. Teacher initiates, but does not stifle creativity.					
e. Teacher avoids making or displaying art patterns for children to imitate.					
f. Teacher provides floor space as well as table space for creative expressions.					
g. Teacher provides well defined area outside for creative expression.					
h. Teacher encourages and allows children to bring in accessories to be used with basic art media, such as leaves, string, beads, buttons and etc.					
i. Teacher encourages children to discuss, show and tell their finished product.					
10. Teacher encourages children to work with other peers as partners.					
a. Utilize, support and develop the play impulse, in its various symbolic and dramatic forms, as an essential component of the program; giving time, space, necessary materials and guidance in accordance with its importance:					
1. Teacher provides small muscle development activities such as puzzles, leggo and cubical blocks.					
2. Teacher provides large muscle development activities such as running, jumping, hopping and skipping games, large building blocks, ropes, balls and etc.					
3. Teacher provides improvised equipment for muscle development outside as well as inside.					

	S	ME	NI	NED	NA
8. Stimulate focused activities: observing, attending, initiating, carrying through, raising questions, searching answers and solutions for the real problems that are encountered, and reviewing the outcomes of experiences:					
a. The teacher raises questions in order to get her children to think.					
b. The teacher constantly observes the children while they are working.					
c. The teacher selects and organizes meaningful experiences.					
d. The teacher uses desirable methods of control.					
9. Support expressive activities by providing a variety of creative art media and allowing children freedom to symbolize in their own terms without imposition of standards of realistic representation:					
a. Teacher provides easily identifiable and accessible art area.					
b. Teacher provides a variety of art media such as:					
1. paints					
2. glues					
3. pastes					
4. easels and brushes					
c. Teacher provides a variety of dry art media such as:					
1. crayons					
2. pencils					
3. chalk					
4. scissors					
5. magazines and papers of varying textures					

	S	ME	NI	NED	NA
4. Teacher initiates creative expressions-dramatically and artistically for outside use to foster and increase social, emotional, physical and intellectual development.					
11. Extend children's knowledge, through direct and vicarious experience, or how things work, of what animals and plants need to live, of basic work processes necessary for everyday living.					
Vegetables and Fruits					
a. The teacher makes a display of different kinds of vegetables:					
1. talk about their names					
2. cut open to show the inside and taste					
3. be sure such display includes vegetables of same color					
4. shell peas and eat them raw, then cook and eat them					
5. make seed collages with different kinds of beans, peas, corn seeds or grains					
b. Show the way plants get food and water from the soil:					
1. put a stalk of celery in a glass of water with food coloring					
2. put one side in one color					
3. put the other in another color for interest					
c. Have growing in the room carrot tops or sweet potato wine-supported by toothpicks on the side and placed at the top of a jar.					
Trees					
1. Provides for nature study by having children:					
a. observe the difference in the leaves					

	S	ME	NI	NED	NA
8. Display bird's nest of different kinds.					
9. Plan a field trip to:					
a. a hatchery					
b. zoo					
c. pet store					

Acquaint children with the people who keep things functioning in their immediate environment.

	S	ME	NI	NED	NA
1. Teacher starts the child's morning with some type of health inspection by the nurse.					
2. Teacher plays an active part in helping the child separate himself from his parents.					
3. Teacher introduces community helpers to the children in the classroom such as:					
a. Fireman					
b. Insurance man					
c. Policeman					
d. Carbage Collector					
e. Doctor					
f. Sanitation Inspector					
g. Postman					
h. Grocer					
i. Milkman					
j. Baker					
4. Teacher introduces her pupils to the people in the school setting such as:					
a. Principal or Supervisor					
b. Secretary					
c. Librarian					

	S	ME	MI	NED	NA
b. draw a picture of what is seen during changes in size, color, etc. during various seasons					
2. Display different kinds of leaves:					
a. look for different kinds on a walk					
b. talk about differences in leaves					
Animals					
1. Evidence terrarium in a large jar containing soil, branches, and water, and commercial collection and observe snails trails on black paper.					
2. Plan for a snail race					
3. Make a collection of different types of insects or insect eggs which the children find in the yard or building.					
4. Have a display of items connected with bees:					
a. piece of honey comb					
b. jar of honey					
c. pictures					
5. Make a display with a clay caterpillar:					
a. a cotton cocoon					
b. a butterfly to show the three stages					
6. Make a collection of caterpillar arranged in a way that the children may observe them:					
a. eating					
b. spinning a cocoon					
7. Collect a cocoon and put in a safe place to observe the emerging butterfly.					

	S		ME		NI		NED			NA	
d. Cooks	–	–	–	–	–	–	–	–	–	–	–
e. Janitors	–	–	–	–	–	–	–	–	–	–	–
f. Teachers (Resource)	–	–	–	–	–	–	–	–	–	–	–

Objective III: Build positive self-concept and individual strength

A. Provide an environment of acceptance in which the child can grow toward a sense of positive identity as a boy/girl as a member of his family and ethnic group, as a competent individual with a place in the child community.

S ME NI NED NA

1. Through participation in activities of the following type, children will be helped to acquire an awareness of the interdependence of members of the family and of the community.

   a. Looking at pictures of different family activities and discussing the role of each member of the family.

   b. Reading or listening to stories about children in the home; talking about brothers and sisters.

   c. Portraying in dramatic play the role of various family members, such as father, mother, sister, brother, and grandmother.

   d. Obtaining information about the homes and the families of other people, such as the Southwestern Indians.

   e. Taking walks to see the different kinds of homes in the neighborhood, the materials used in construction, the people in the yards, and the activities inwhich they are engaged.

   f. Performing housekeeping duties in the school such as putting away equipment and materials, dusting furniture, hanging up clothing, picking up paper from the floor and from the playground.

2. The following suggestions as to evidences of attitude development should be of service to teachers.

   Evidences of a child's self-confidence and assurance

   a. Satisfaction with his own work

	S	ME	NI	NED	NA
b. Readiness to express ideas, suggestions, and opinions before the group.					
c. Ability to make decisions.					
d. Readiness to show work before the group.					
3. Girl or boy, Black or white, timid or agressive, and child has an opportunity to work with all materials, to play on all equipment, to sit by the teacher or to care for the pets.					
4. The introduction of children to their cultural heritage.					
5. The children play in groups and learn about each other.					

B. Give direct, realistic affirmation to the child's advancing skills, growing initiative and responsibility, increasing capacity for adaptation, and emerging interest in cooperation in terms of the child's actual behavior.

	S	ME	NI	NED	NA
1. The teacher will select methods to determine where instruction should begin by use of:					
a. Health record					
b. Standardized tests (readiness tests)					
c. Checklist					
d. Teacher made test from studies of stages of development					
e. Observation					
2. The teacher will keep an accurate record of pupils' progress as it checked periodically, (individual profile).					
3. The teacher should decide what outcomes should result from the program in terms of changes in pupil behaviors:					
a. Socio-emotional					
1. Dependence on teacher					

	S	ME	NI	NED	NA
2. Inner controls					
3. Interaction with other children					
4. Curiosity					
5. Creativity					
b. Perceptual Motor					
1. Gross motor coordination (Large movements)					
2. Fine motor coordination					
c. Cognitive					
1. Physical knowledge (properties of objects)					
2. Social knowledge (what things are used for, what people do)					
3. Logical knowledge					
a. Classification					
b. Seriation (large to small)					
c. Structuring of space (in, out)					
d. Structuring of time (what comes next)					
4. The teacher may check results of other groups to see if there is need to reteach any or all of the work done.					

C. Demonstrate acceptance to the child by including his home language functionally in the group setting and helping him to use it as a bridge to another language for the sake of extended communication.

	S	ME	NI	NED	NA
1. Teacher provides opportunity for children to be exposed to various types of literature for young children.					
2. Teacher provides exposure to other cultures for children to learn.					

S ME NI NED NA

3. Teacher provides continuous opportunities for children to retell stories that have been told or read to them.

4. Teacher provides continuous opportunities for children to interpret pictures verbally.

5. Teacher provides continuous opportunities for children to make up stories of their own.

6. Teacher provides continuous opportunities for children to "read" stories to the class.

7. Teacher provides continuous opportunities for children to share personal experiences with her as well as the class.

8. Teacher invites relatives into the class to share experience stories with the class.

D. Deal with individual differences in children's style and pace of learning in the social-emotional aspects of their life situations by adjusting the teacher-child relations to individual needs, by using a vareity of teaching methods and by maintaining flexible, progressive expectations.

All children cannot be expected to learn in the same way. They differ not only in what they learn, but also in how they learn. Children go about solving the problems that arise in their daily living in different ways. It is wise for parents and teachers to follow the clues the child gives them. If the child seems slow in learning, the parent should examine the conditions for learning--are they favorable? If the child is quick in learning, he should be allowed to go ahead as fast as he wants to.

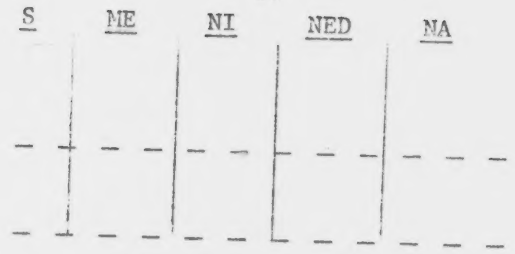
S ME NI NED NA

1. The teacher will provide numerous opportunities for the child to think things out for himself.

2. The teacher will allow the child plenty of time; she will not rush him, if it can be avoided.

3. The teacher will guide the child gently step by step.

4. The teacher will let the child take as much responsibility as he is eager to have in doing things for himself.



5. The teacher will give the child only as much help as he needs in order to succeed.

6. The teacher will make success fairly easy.

E. Recognize when behavior reflects emotional conflicts around trust, possession, separation, rivalry, etc., and adapt the program of experiences, teacher-child, and child-child relationships so as both to give support and to enlarge the capacity to face these problems realistically.

1. The classroom atmosphere is one that the children can show self-expression.

2. There is evidence that the children can make major and minor decisions.

3. There is evidence that children can display trust.

4. There is evidence that the children can have a place for personal possessions.

5. There is evidence that the teacher has guided the students in solving their rivalry problems.

6. There is evidence of gaity.

7. There is evidence of happiness.

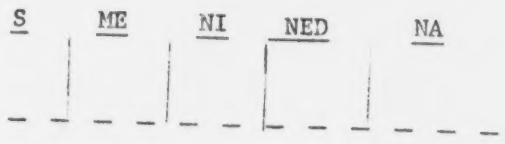
8. There is evidence of co-operativeness.

9. There is evidence of a sense of security in the classroom.

10. There is evidence that the children have respect for each others property.

11. There is evidence of satisfaction in the classroom through the display of a performed task.

F. Be able to assess special needs of individual children and call in specialist help where necessary.



1. The teacher individualizes her instruction.

	S	ME	NI	NED	NA
2. She watches closely each child in her classroom and assesses their needs.					
3. The teacher has her classroom structured so that it can provide for a variety of needs.					
4. She has a list available where she records those children who need special help.					
5. Her daily schedule implements activities where the children's needs can be satisfied.					
6. Encourages bodily activity motor experience balance of activity and rest.					
7. She provides a special climate that provides reasonable opportunities for communication, sharing, planning, and participation in experiences significant enough to bring some measure of satisfaction and success to the children.					
8. The teacher shows that she respects each individual's personality and shows faith in the realization of his best potentialities.					
9. The teacher tries to help each child in her class find himself and accept himself, to express his inner feelings and satisfy his urge to know, to make decisions, to adventure, and participate with others in a variety of experiences.					
10. The teacher has the children writing papers about themselves throughout the entire school year.					

G. Keep a balance for the individual child between tasks and experiences from which he can enjoy feelings of mastery and success and those other tasks and experiences which are a suitable and stimulating challenge to him, yet not likely to lead to discouraging failure.

	S	ME	NI	NED	NA
I. Responsibility of the Teacher					
A. Time for individual creative efforts with open choices.					

	S	ME	NI	NED	NA
B. Time for small groups of children with similar abilities and interests to work together.					
C. Time for friends to work together in informal meetings.					
D. Time for total-group experiences of extended and new learnings.					
E. Time to pursue independent activities on their own.					
II. Working With Children					
A. Accepts each child as he is.					
B. Assists children in gaining confidence.					
C. Positive approach to children.					
D. Awareness of child's progress or lack of progress.					
E. Suitable methods to help child accept limits.					
III. Activities and Play Equipment					
A. Plans suitable and stimulating activities for each child.					
B. Provides for active and quiet play.					
C. Helps child learn proper use and care of equipment.					
IV. Specific Educational Tasks					
A. The environment provides reinforcement for learning.					
B. The environment increases the child's mastery (independence).					
C. The educational program increases the child's willingness to communicate.					
D. The educational program increases the child's curiosity about the world in which he lives.					

	S	ME	NI	NED	NA
E. The educational program provides the child with specific skills that will be adaptive in kindergarten or later schooling.					
1. standing in line					
2. following instructions					
3. knowing how to signal his personal needs.					

H. Assess levels of accomplishments for the individual child against the background of norms of attainment for a developmental stage, taking into careful consideration his individual strengths and weaknesses and considering opportunities he has or has not had for learning and development.

	S	ME	NI	NED	NA
1. Teacher provides manipulative activities for her students.					
a. play dough					
b. painting					
c. cutting paper					
d. lacing shoes					
2. Teacher provides forks for her students to eat with.					
3. Teacher allows each student to handle the container of juice.					
4. Teacher provides group activities.					
a. story hour					
b. snack time					
c. show and tell					
5. Teacher allows child to dress himself for nap time.					

Objective IV: Organize and sustain the positive functioning of children and adults in a group in a learning environment

A. Plan the program of activities for the children to include opportunities for playing and working together and sharing experiences and responsibilities with adults in a spirit of enjoyment as well as for the sake of social development.

	S	ME	NI	NED	NA
Large Group Activities					
1. Music and Movement					
a. bodily rhythms					
b. circle games					
c. listening to records					
d. working with instruments					
2. Language Experiences					
a. story telling					
b. discussions					
c. poetry					
d. dramatization					
3. Spontaneous Interaction					
a. butterfly emerging from cocoon					
b. kitten has been brought to class					
c. child has just lost a tooth					
d. rabbit being fed					
4. Eating Together					
a. breakfast					
b. snack time					
c. lunch					
5. Group Routines					
a. clean-up time					
b. going to the toilet					
c. taking a rest					
d. preparing to go home					

	S	ME	NI	NED	NA
Small Group Activities					
1. Creative Art Media					
a. finger painting					
b. clay modeling					
c. string painting/potato					
d. making collages					
2. Individualized Games					
a. building with blocks					
b. browsing through books					
c. working with letters/numbers					
d. playing with puppets					
e. putting puzzles together					
3. Daily Helpers					
a. pouring juice					
b. passing out snacks					
c. setting the table					
d. cleaning the tables					
e. spreading/collecting mats					

B. Organize and sustain the positive functioning of child and adults in a group in a learning environment.

	S	ME	NI	NED	NA
1. The teacher has the room well organized with interest areas easily identifiable.					
2. Traffic patterns are well zoned for the safety of children and adults.					
3. A suitable locale and adequate space is allocated for the housekeeping area.					
4. Special emphasis is made towards providing a wide variety of materials, equipment and clothing in the housekeeping area.					

	S	ME	NI	NED	NA
5. The teacher has provided several interesting additions to the classroom such as an aquarium and several plants which require care and attention from children and adults.					
6. Adequate amount and types of blocks are provided.					
7. The teacher has provided creative and/or improvised accessories for use with blocks.					
8. An adequate supply of creative materials, such as clay, paints, crayons, pencils, and large paper is provided for children.					
9. A visible and easily accessible punching bag is provided for children.					
10. A variety of children's literature and manipulative materials provided for children.					
11. Games, materials and equipment which foster social and emotional growth are provided such as, lotto games, jumping ropes, balls, and large wheel toys.					
12. Sand and water play are provided daily which also foster social and emotional, physical and intellectual growth.					
13. All teachers and assistants are required to have meals with the children daily, to set examples, which teach good nutrition habits and learn the eating patterns of children.					
14. Teachers must show an overt sensitiveness to all of the needs of children and a willingness to learn from them.					

C. Establish a reasonable system of limits, rules and regulations to be understood, honored and protected both by children and adults, appropriate to the stage of development.

	S	ME	NI	NED	NA
1. The teacher is very specific with her students in the classroom.					

	S	ME	NI	NED	NA
She spells out what is expected and what is not expected in her classroom.					
2. The teacher sets her limits in maintaining classroom control.					
3. She tells the children what is desired and undesired behavior in the classroom, i.e., no running in the classroom.					
4. The teacher is one who is firm, patient, and reasonable in regulating the classroom environment conducive to the children and the adults involved in the program.					
5. The teacher is one who concerned about how children are alike and the ways inwhich they differ in establishing a reasonable system of limits.					
6. The teacher holds the basic concept of the worth of the individual and respects individual differences, and provides for them in her schedule.					
7. Flexibility and balance characterizes her program.					
8. The teacher recognizes the importance of allowing her children to become totally independent.					
9. She finds it essential for them to establish routines within which they can learn to achieve in such activities as eating, sleeping, washing, dressing, undressing, and toileting.					
10. The teacher makes regulations in the amount of help the children need in the tasks.					
11. She gears the responsibility she expects the child to assume to the maturity of the individual child.					
12. She realizes that some children will accept responsibilities without protest. With others she must be prepared to give more help.					

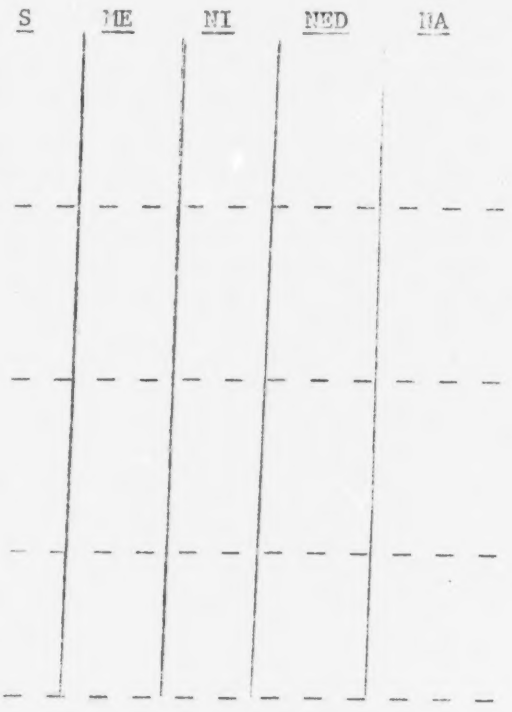
	S	ME	NI	NED	NA
13. The teacher realizes that when a child's safety is threatened, that definite and quickly enforced rules are imperative.					
14. The teacher realizes that in any given situation, there will always be a limit, and the children will purposefully be governed by rules.					

D. Foster acceptance and appreciation of cultural variety of children and adults as an enrichment of personal experience; develop projects that utilize cultural variation in the family population as resource for the educational program.

	S	ME	NI	NED	NA
1. There is teacher-pupil interaction discussing and identifying the different cultures.					
2. There is evidence of the comparison of each culture discussed.					
3. The teacher has on display pictures and books of various cultures.					
4. There is evidence of trips taken and displays relating to various cultures.					

Objective V: Bring about optimal coordination of home and center child rearing practices and expectations.

A. Incorporate important elements of the cultural backgrounds of the families being served, food, language, music, holidays, etc., into the children's program in order to offer them continuity between home and center settings at this early stage of development.



1. The children will prepare one food product each day which is depictive of a cultural element of a particular ethnic group represented in the classroom.

2. The children will prepare one food product each day which is depictive of a cultural element of a particular ethnic group represented in the classroom.

3. The children may repeat after the ethnic parent and even provide other words or sentences which they would like to hear pronounced in the language.

4. The ethnic parent(s) could come and perform for the children and perhaps teach them a simple melody or tune.

B. Establish relationship with parents that facilitate the free flow of information about their children's lives inside and outside the center.

1. Parent and teachers are involved in conferences.

2. There are school activities that include the families.

3. Children are encouraged to share projects made at school with their families.

4. The parents are sent occasional notes of their child's progress.

5. The teacher will participate in home visitation.

6. The parents will form a Home Room Mothers Club.

C. Communicate and interact with parents toward the goal of understanding and considering the priorities of their values for their children.

	S	ME	NI	NED	NA
1. The teacher should schedule a parents conference with their students parents.					
2. The teacher and parents should show evidence of their responsibility to the child to build a basis of better understanding.					
3. The teacher presents to the parents an outlined form of goals and objectives which are child centered.					
4. The teacher should familiarize the parent with the library facilities in the immediate area.					
5. The teacher should invite the parents to participate and make suggestions concerning resources in the community.					
6. The teacher will work close with the parents to help develop the library habit in the child.					
7. The teacher and parent will guide the student in working out his own problems.					

D. Perceive each child as a member of his particular family and work with his family to resolve disagreement between the family's life style with children and the center's handling of child behavior.

	S	ME	NI	NED	NA
1. The teacher and classroom depict a welcome and warmth toward parents and visitors.					
2. The teacher exhibits being firm, not harsh, when disciplining the child.					
3. The teacher is consistent with disciplinary procedures for the child.					
4. The teacher invites both parents into the classroom to observe and/or participate in the classroom.					
5. The teacher communicates with parents on individual basis, accordingly.					

	S	ME	NI	NED	NA
6. The teacher works with and cousiders each child and parent as individual.					
7. The teacher encourage parents to investigate problems that may arise at home.					
8. The teacher plans parent conferences.					
9. The teacher's attitudes show acceptance toward parents upon initial contact.					
10. The teacher suggest to the parents to encourage freedom of expression in their children.					

E. Recognize and utilize the strengths and talents of parents as they may contribute to the development of their own children and give every possible opportunity to participate and enrich the group program.

	S	ME	NI	NED	NA
1. The teacher can accept behavior patterns of parents.					
2. The teacher works with all parents.					
3. The teacher involves all parents in programs.					
4. The teacher helps parents in setting up committees.					
5. The teacher allows parents to participate in holiday activities.					
6. The teacher finds out parent needs and interest and try to supply their needs.					
7. The teacher involves parents in small group outtings.					
8. The teacher utilizes parents strength and aids in helping with escorting children places.					

Objective VI: Carry out supplementary responsibilities related to the children's programs.

A. Make observations on the growth and development of individual children and changes in group behavior, formally, verbally or in writing and share this information with other staff involved in the group.

	S	ME	NI	NED	NA
1. Records					
a. Case studies are available.					
b. Individual health records are available.					
c. Individual evaluation from observations are available.					
d. A developmental record is kept on each child:					
1. eating habits					
2. toilet habits					
3. sleeping habits					
4. social relationships					
e. Anecdotal records are available.					
f. Cumulative records are available.					
g. Screening test for vision results are available.					
2. Emotional development					
a. Is able to express feelings of anger verbally rather than physically.					
b. Shows sharing abilities.					
c. Displays greater self-confidence.					
d. Develops trust in teachers.					
e. Is better disciplined.					
f. Displays leadership abilities.					

	S	ME	NI	NED	NA
g. Shows signs of emotional discomforts:					
1. thumb sucking					
2. nail biting					
3. eye blinking					
h. Reports from speech therapist, psychiatrist and social worker are available.					
i. Shows greater maturity.					
3. Intellectual development					
a. Asks more questions					
b. Has learned songs and games					
c. Shows better expressions of impressions and experiences					
d. Has improved vocabulary.					
e. Ability to choose an activity at free play					
f. Extended attention span					
g. Can organize own games					
h. Creativity is more evident					
i. Ability to care for materials					

B. Engage with other staff in cooperative planning activities such as schedule or program changes indicated as necessary to meet particular needs of a given group of children or incorporation of new knowledge or techniques as these become available in the general field of early childhood education.

I. Given, a group of children, the disadvantaged preschoolers. At the beginning of the year the staff held joint meetings and discussed the following items which are relative to the above objectives:

	S	ME	NI	NED	NA
1. Reviewed cooperative planning activities of previous years.					
2. Decided which programs were successful and meaningful and which were not.					

	S	ME	NI	NED	NA
3. Assessed needs of children.					
4. Scrutinized a variety of new methods and techniques in the field of Early Childhood Education.					
5. Compared new methods with previously used methods or techniques.					
6. Decided upon several techniques which may be applicable and effective for children.					
7. Decided upon two or three techniques for experimental purposes.					
8. Evaluated on an on-going basis, techniques being utilized.					

II. Supportive information needed

Since the group of children have been identified as disadvantaged, the teacher should be able to meet the following criteria:

	S	ME	NI	NED	NA
1. Have some ability to recognize the needs of children she teaches.					
2. Recognize strong and weak points of children.					
3. Provide experiences to overcome weaknesses.					
4. Provide experiences to further enhance strong qualities.					
5. Provide a wide variety of language experiences for children.					
6. Provide an opportunity for the development of a positive image of self.					
7. Provide creative learning experiences which foster success.					
8. Provide a healthy atmosphere and equipment which can help a child establish self control.					
9. Provide opportunities for children to deal with their feelings in an acceptable manner.					

	S	ME	NI	NED	NA
10. Provide an opportunity for children to become independent and self sufficient.					

III. Nonlanguage objectives for the disadvantaged preschooler

Nearly all preschooler programs in operation for disadvantaged children place important emphasis on the obtaining of nonlanguage reports and objectives. Interviews with preschool teachers and studies of reports, proposals, and curriculum guides reveal that specific nonlanguage objectives for a disdavantaged child include the development of:

	S	ME	NI	NED	NA
1. To develop the positive.					
2. To develop a more indepth interest in his environment.					
3. To provide a wide background of information from firsthand experiences.					
4. To develop the ability to use, skillfully both large and small muscles.					
5. To develop the ability to use various materials (books, puzzles) and equipment (phonographs, tape recorders).					
6. To establish a sense of respect for others and their property.					
7. To develop an appreciation for music, both alone and with others.					
8. To develop an increasing attention span.					
9. To establish a recognition of bodily needs and desirable health habits.					
10. To develop a sense of balance.					
11. To establish a feeling of physical adequacy.					
12. To reaffirm the ability to give and receive.					
13. To learn to identify in male or female adult roles.					
14. To recognize qualities (long, short, hot, cold).					

	S	ME	NI	NED	NA
15. To recognize basic shapes (circles, squares).					
16. To establish wholesome attitudes toward school.					
17. To establish adequate habits of conduct.					
18. To develop adequate hand-eye coordination.					

IV. Academic objectives for the disadvantaged preschooler

	S	ME	NI	NED	NA
1. To use both affirmative and negative statements in reply to the question: What is this?					
2. To use both affirmative and negative statements in response to the command: "Tell me about this _____.					
3. To handle polar opposites "If it is not _____, it must be _____, "for at least four concepts pairs, big-little, up-down, long-short, fat-skinny."					
4. To use the following prepositions correctly in statements describing arrangements of objects: on, in, under, over, between.					
5. To name positive and negative instances for at least four classes, such as tools, weapons, pieces of furniture, wild animals, farm animals, and vehicles.					
6. To perform simple <u>if</u> _____, <u>then</u> (deductions).					
7. To use <u>not</u> in simple (deductions).					
8. To use in simple deductions.					
9. To name the basic colors, plus white, black and brown.					
10. To distinguish printed words from pictures.					

	S	ME	NI	NED	NA
11. To rhyme in some fashion; to produce a work that rhymes with a given word; to tell whether two words do or do not rhyme, or to complete unfamiliar rhyming jingles like "I had a dog, and his name was Abel; I found him hiding under the _____."					
12. To have a sight vocabulary of at least four words in addition to proper names.					

V. In researching innovations depicting changes and the incorporation of new ideas and techniques, an example of three such articles are presented in their condensed forms below.

"Can The Traditional Nursery Schools Be Adapted To The Needs Of Disadvantaged Children?"

> Almost all preschools for disadvantaged children follow a basic pattern of activities that has grown up over the years in Nursery Schools serving predominantly upper-middle special class children. The more experimental preschools have added special features of one kind or another usually designed to provide more basic patterns and a large number of the activities found in the traditional nursery school.
>
> The ingredients of the traditional nursery school usually consist of a period of free play during which the child may avail himself of standard materials and facilities: large blocks, simple toys, a housekeeping corner containing child-size furniture and appliances, a dress-up corner supplied with varied costumes and adult clothing. There is a rest period and a period for juice and snacks and toileting, group singing or rhythm activities, art and craft period, story time, group games, finger play and the like.

"The New Look In Nursery Schools" by Julie Hoss, Parent's Magazine, September 1972, p. 53. (A Condensation):

> An increasing number of nursery schools today are no longer just souped-up custodial centers, it now reflects the influence of one of three major trends in preschool education.
>
> First, there is the formal, academic nursery school with an organized curriculum. These preschools reflect convictions of Carl Bereiter, Siegfried Englemann, Arthur Jensen and J. McVicker Hunt. These researchers stress the acquisition of skills, facts and rote learning in both compensatory programs for culturally disadvantaged children and for young children in general. The advocates of this kind of early education believe that the weight of a good nursery school should be alloted to various kinds of challenging and stimulating problems, involving abstract reasoning and conceptualization, nursery school tools and equipment, games, blocks, written, and picture materials are used to develop specific skills.

A different view is the play-oriented or growth schools. David Elkind favors growth schools. He believes that intellectual development proceeds more effectively in the long run in a relatively free and playful environment that allows children to set their own pace, to discover their own interests. Self-directed free play is seen as a necessary prerequisite to cognitive development.

A third category would include the Montessori and Montessori like schools, and those reflecting the theories of Jean Piaget. This school's theory is cognitive development follows fixed, universally similar, modes of progress and that this development is best enhanced by a fairly organized curriculum involving specific tools in a specific way.

"The New Goal In Education: Schooling For Real Life"

During the late 1960's many New Jersey educators were bemoaning the fact that their state's vocational education program was conducted on a hit-or-miss basis.

To eliminate this random approach, the state legislature in 1970, approved the Career Development Program - continuous education in real skills and crafts from kindergarten through high school.

T4C is based on the premise that an intelligent awareness of machines and materials, and a respect for craftsmanship, should be an essential part of every child's education. State educators decided that children should learn as early as possible how man employs machinery and technical knowledge to solve a variety of problems.

Some refer to it as the "hand off" approach to education: the children learn by doing, rather than by just reading about something.

It's designed to be as valuable for those that take jobs immediately after high school as those continuing through college.

VI. Example Of Learning Experience For Disadvantaged Preschoolers:

Activity:

Field trip to the grocery store.

Rationale:

Due to the state of deprivation such young children are forced to live, in such a trip would be highly rewarding. It would provide the children with a firsthand experience in shopping for food, comparing prices, observing quality in food items, and in counting change. Such children have had little or no experience in grocery shopping due to the fact that many food items in their homes have been brought there by social workers and/or welfare agents.

Activity:

(Sequel Activity) Create a miniature grocery store which can give the children the opportunity to imitate consumer roles and to count change correctly.

Activity:

Cooking - Such an activity can provide a storehouse of positive experiences for the young preschooler. For example, the child is first provided with the experience of purchasing the food for the cooking activity from the store, then the preparation of it, the proper serving techniques and the creation of a language chart afterwards.

Such activities are simple yet can prove to be so vital to the young and deprived child. Not only this, but they can be repeated almost indefinitely and still be exciting and creative each and every time. The wise teacher of such children will recognize the fact many things which we take for granted are often overlooked in the social development of the disadvantaged child.

C. Be aware of management functions such as ordering of supplies and equipment, scheduling of staff time (helpers, volunteers, parent participants), monitoring food and safety and transportation services, safeguarding health and safety and transmit needs for efficient functioning to the responsible staff member or consultant.

Management Functions	S	ME	NI	NED	NA
1. A teacher knows management functions if there are guidelines for committee activity:					
a. Recognize personnel infractions onset.					
b. Recognizes personnel policies in decision making.					
c. Knowledgeable about the policies in decision making.					
d. Continually revise and update personnel policies.					
e. Is familiar with criteria for evaluation.					
f. Continues in-service training for the betterment of the school program.					

	S	ME	NI	NED	NA
Ordering Of Supplies and Equipment					
2. Makes inventory often enough for an effective program.					
3. Keeps check of items needed.					
4. Examines catalogues, and advertisements found in educational periodicals.					
5. Attends educational meetings where exhibits of supplies and equipment are on display.					
6. Observes demonstrations of the use of certain supplies and equipment by individual firms when possible before purchasing.					
7. Visits other schools where certain supplies and equipment are being used.					
8. Experiments with some particular supply item or equipment upon the recommendation of the principal or a teacher.					
9. Orders equipment and supplies according to the number of children in the pre-school group.					
Scheduling Of Staff Time					
1. Keeps records of staff time.					
2. Plans her schedule of activities to be congenial for the children, for her assistants, and for herself.					
3. Gives assistants written suggestion in addition to the verbal suggestions she makes during the school session.					
4. Knows how to help each one use whatever talents they have for the good of the group.					
5. Is able to enjoy working with assistants who have given little or no prior thought to the problems of the preschool children as well as those who have spent years in the study of child development and psychology.					

	S	ME	NI	NED	NA
6. Is able to work with new assistants who come into the pre-school group for the first time, as well as with experienced volunteers.					
7. Plans her time to meet the staff's time.					
Monitoring Food					
1. Plans food which contributes to each child's diet, adequately improving his nutrition.					
2. Has adequate provisions for buying food and preparations, serving and storage.					
3. Has some type of guide for buying food as purchased:					
a. fresh					
b. frozen					
c. canned					
4. Lists size and description of serving portion. i.e., cooked, sliced, raw, or chopped.					
5. Prepares a daily food guide for:					
a. breakfast					
b. lunch					
c. dinner					
d. snacks					
6. Provides transportation for food, services, etc.					
Safeguarding Health and Safety					
1. Interviews the child and the parents about his current and past health record.					
2. Performs a physical examination as part of a complete health evaluation.					
3. Has accumulating records of past health and immunization status.					

	S	ME	NI	NED	NA
4. Considers the observations of classroom teachers and other staff.					
5. Performs screening tests (vision, hearing, etc.).					
6. Has adequate public health service.					
7. Has a safety chart listing the do's and don'ts concerning safety.					
8. Checks to see whether all equipment is sturdy and durable.					
9. Works with other administrators to safeguard such hazards as:					
a. icy steps					
b. slippery floors					
c. scratched or broken panes					
d. broken or unsafe playgrounds (holes, glass).					
e. storage on the stairway					
f. locked exits					
g. open firedoors					

In addition to the knowledge and experience that are essential components of "educational competencies", it is essential that the people who teach young children shall have specific capacities for relating to them effectively. From field observation of practitioners and a review of the literature, it's possible to name those qualities and capacities which are likely to be most congruent with the competencies as defined. These are essential complements to the more technical aspects of competence. The capacities listed below represent patterns of relatedness most relevant to teaching children in the early years of childhood.

A. To be sensitive to children's feelings and the qualities of young thinking.

	S	ME	NI	NED	NA
1. Teacher allows children to care for live pets in the classroom.					
2. Teacher talks and listens to children on an eye-to-eye level.					
3. Teacher allows children to plan and execute activities on their own, such as, show and tell time.					
4. Teacher observes children's activities and intervenes only when it's beneficial to the child.					
5. Teacher's tone of voice and facial expression conveys to the child that she is aware of his feelings.					
6. Teacher allows children to express themselves.					
7. Teacher shows keen sensibilities towards things the children do.					

B. To be ready to listen to children in order to understand their meanings.

	S	ME	NI	NED	NA
1. Teacher allows children to explain in his own words what he sees, hears, and feels.					
2. Teacher often asks the child "WHY?"					
3. Teacher allows child to explain his reasoning for actions.					
4. Teacher allows time for sharing.					

	S	ME	MI	MED	NA
5. Teacher is willing to participate in the resolution of issues and problems.					
6. Teacher stops what she is doing to hear what the child has to say.					
7. Teacher must talk to children in their language.					
8. Teacher must be ready to communicate on topics of interest to them.					
9. Teacher must be one who can take advice.					

C. To utilize non-verbal forms and to adopt adult verbal language and style in order to maximize communication with the children.

	S	ME	MI	MED	NA
1. Teacher provides manipulative learning experiences so the child will have an opportunity to describe verbally what he has accomplished, explain how he went about doing it.					
2. Teacher places symbols such as pictures, geometric figures, and numbers on the flannel board and have children identify them.					
3. Teacher provides a variety of language stimulation.					
4. Teacher indicates signs of approval or disapproval without having to be near the child.					
5. Teacher offers activities which help develop the child's ability to listen, express himself and understand by means of verbal communication.					
6. Teacher arranges the classroom environment, so that it communicates to the child how to live in that setting.					
7. Teacher is able to explain other terms she uses that they may not understand.					

D. To be able to protect orderliness without sacrificing spontaneity and child-like exuberance.

	S	ME	MI	NED	NA
1. Teacher has a flexible and workable lesson plan in which children share.					
2. Teacher has designated specific interest areas, yet allows for children to interact among the areas.					
3. Teacher provides for noisy and quiet area activities.					
4. Teacher provides creative materials for children to discover and learn on their own.					
5. Cushioning materials are used to cut down extraneous noise.					
6. Teacher has provided a simple means to set-up and clean-up.					
7. Teacher and children participate freely within confines of a neat room.					
8. Teacher handles her class in an orderly fashion, creating a healthy environment for herself and her children.					

E. To be differently perceptive of individuality and make positive use of individual differences within the child's group.

	S	ME	MI	NED	NA
1. Teacher provides the "show-off" an opportunity to express himself.					
2. Teacher provides the introvert an opportunity to excel and offers him praise.					
3. Teacher stores materials so a child can use them alone without being forced to share.					
4. Teacher provides growth goals for each child based on the needs that have been observed.					

	S	ME	NI	NED	NA
5. Teacher maximizes competition by arranging materials in individual units, limiting the number of children participating in one activity at a time, ensuring the fairness of turns by starting a waiting list.					
6. Teacher develops new activities as they are suggested by the interests of individual children.					
7. Teacher displays acceptance of each individual child's ideas and needs.					
8. Teacher is aware that all children of the same age are not expected to behave in the same way.					

F. To be able to exercise control without being threatening.

	S	ME	NI	NED	NA
1. Teacher speaks to children on their level, very positively and firmly, yet not mean and threatening.					
2. Teacher has limits for classroom that all children must adhere to.					
3. Teacher sees that areas are not overcrowded, which can lead to disciplinary problems.					
4. Teacher sees that materials are easy to reach by children.					
5. Teacher sees that children are involved in suggesting and planning activities.					
6. Teacher attempts to stop an activity which she considers undesirable by diverting the child's attention to or substituting another activity.					
7. Teacher shows that she is utilizing positive behavior modification methods.					
8. Teacher shows firmness with children.					

	S	ME	NI	NED	NA
9. Teacher is democratic in her disciplining. She employs explanation, discussion, and reasoning to help the child understand why he is expected to behave in a certain way.					
10. Teacher's punishment is never harsh.					

G. To be emotionally responsive, taking pleasure in children's successes, and being supportive for their troubles and failures.

	S	ME	NI	NED	NA
1. Teacher gets excited "with" the children.					
2. Teacher gives verbal and physical (such as, pat on back or head) praise to child who often experiences failure.					
3. Teacher accepts ideas of pupils.					
4. Teacher gives child remedial exercises to help him better understand the activity.					
5. Teacher reacts readily to critical situations occuring in the classroom.					

H. To bring humor and imaginativeness into the group situation.

	S	ME	NI	NED	NA
1. Teacher exhibits ability to mimic and imitate storybook characters through dramatizations.					
2. Teacher exhibits ability to improvise costumes and props for role-play situations.					
3. Teacher allows children to "make-up" and act out their own stories, poems, songs, and etc.					
4. Teacher encourages children to learn from one another.					
5. Teacher sees music as vital part of program: records, group singing, instruments, and dancing.					

	S	ME	NI	NED	NA
6. Teacher displays ways of motivating the child to use his imagination and humor to the fullest extent.					
7. Teacher participates in group situations and makes it a "fun" situation.					

I. To feel committed to maximizing the child's and his family's strengths and potentials.

	S	ME	NI	NED	NA
1. Teacher allows children to share experiences with the group.					
2. Teacher makes provisions for family members (e.i., mothers, fathers, siblings, and grandparents, and etc.) to visit the class and share their experiences with the children.					
3. Teacher has variety of materials available suitable for the developmental needs of the children.					
4. Teacher displays children's work attractively.					
5. Teacher uses parents to help carry out projects and programs.					
6. Teacher makes positive statements about each child's family.					